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ABSTRACT

The Haight-Ashbury Children's Center described in this booklet has these important aspects: (1) It is a community center, offering day care for children 2 1/2 to 6 years of age and community services for parents; (2) Its curriculum uses a modification of the British Infant School system; and (3) Parents are an integral part of the planning and financing of the center. Families served by the center are primarily low income, from a variety of ethnic groups. The program includes a social worker and parent-community worker, when funds permit. Center meetings provide a forum for discussion of plans for the day care center and specific community issues. Information on the center's history, funding, program, staff organization and training, and use of resources is included. An appendix presents the Parents' Participation Share Plan and other material. (NH)

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"GOOD VIBES"

Haight-Ashbury Children's Center
San Francisco, California

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Case Study from Volume II-A

A STUDY IN CHILD CARE

The Office of Economic Opportunity

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AT A GLANCE

GENERAL

SINGLE CENTER in three buildings

SPONSORED BY: Haight-Ashbury Children's Center, Inc.
(private, non-profit corporation)

ADMISSION CRITERIA: Community resident; past, present or future AFDC recipient; parents working, in training or school who need day care

TOTAL CHILDREN: 63 enrolled/54 A. D. A. (19% toddlers, 81% pre-school)
2-1/2 - 6 years

TOTAL PAID STAFF: 20 (16 full-time) 822 hours/week

TOTAL IN-KIND STAFF: 38 (1 full-time) 281 hours/week

HOURS: M - F, 7:00 A. M. - 6:00 P. M., 52 weeks

SPACE (sq. ft. /child): Indoor = 35
Outdoor = 75

CENTER OPENED: October, 1969

STAFF POSITIONS: Director, Secretary, 3 Head Teachers, 10 Teacher Assistants, Cook, Cook's Assistant, Social Worker, 2 Janitors

CONTACT: Director, Haight-Ashbury Children's Center, Inc.
1101 Masonic Avenue
San Francisco, California
415-431-3385

DISTRIBUTIONS

ETHNIC: Children: 54% Black, 30% Anglo, 8% Oriental-American
6% Chicano, 2% Filipino; Staff: 63% Black, 37% Anglo

SEX: Children: 48% Girls, 52% Boys; Staff: 70% Women, 30% Men

OVERALL ADULT/CHILD RATIO: 1 to 2.2

ADULT/CHILD CONTACT HOUR RATIO: 1 to 4.0

FAMILY STATUS: 17% complete, 77% mother only, 4% father only, 2% surrogate

PARENT EMPLOYMENT: 54% full-time, 13% part-time, 17% unemployed, 14% in school or training, 2% not seeking work

COSTS

TO PARENTS: $25/month toward purchase of share in center

TO CENTER: $3895 per child/year, $1.71 per child/hour

ANTICIPATED FUNDING, 1970-71:

HEW	$112,000
City of San Francisco	20,000
Private	17,000
State Food (USDA)	10,100
In Kind	49,300
	$208,400

NOTABLE ELEMENTS

CURRICULUM

STAFF

PARENT INVOLVEMENT

HAIGHT-ASHBURY, NOVEMBER, 1970*

San Francisco sprawls around San Francisco Bay, with Sausalito and Marin County to the north, Berkeley to the east, and San Mateo and a string of developments stretching south to San Jose. San Francisco itself is beautiful, gracious and civilized. Perhaps because it's a port, the ordinary tends to be more exotic than mundane, with a patchwork of international myths: the Barbary Coast, the Pacific Islands, Chinatown, the clipper ship days, the gold rush era, the Beatnik 50's.

Then came the hippie 60's, the influx of thousands of young people. The acid test, both literal and metaphorical, came in the hot summers of the mid-60's, with fire, violence, anger, breaking glass and police search lights exploding along streets in New York, Detroit, Chicago, Los Angeles, and . . . San Francisco, in an area described by two intersecting streets, Haight and Ashbury.

The kids came to Haight-Ashbury, a saunter away from Golden Gate Park, and the grownups came to see them. Hucksters of every good or service came to make a buck off them all. Today, the neighborhood looks dead, finished. The streets are dirty and dark. Trash stacked on curbs is washed by the rain onto the sidewalks and streets. The old neighborhood, with its friendships, alliances, goods and services, is gone. Only 18% of the 30,000 residents of Haight have been here for more than four years. The community upheaval is subsiding somewhat, but the area isn't near full recovery and may never be, for better or worse, what it once was. Haight-Ashbury has some of the finest old Victorian homes and town houses in the city. Although it's said that people are moving in and redeveloping them (rents are going up and the poor and Black are being squeezed out), none of this is

---

*Because of recent staff turnover, including the director, it is not known whether this case study represents current center operations.

obvious yet from the street. Buildings look neglected, windows are boarded over, doors are padlocked, some places are condemned.

Many of the old neighborhood stores are gone, replaced by head shops and boutiques, leather goods and gewgaws. Hustling and panhandling have taken over the streets. But for those who live there, groceries must be bought, little kids met at school, and the distance between parked car or bus stop and the front door must somehow be covered each day. Drugs and crime are serious neighborhood problems. If you're going to make it, you've got to be fast, tricky and cool, or you're it. Most of the people who live in Haight-Ashbury now are young, under 35. (Only 9% of the local population is over 55 years of age.) And the mix is a rich one -- Black, Anglo, Filipino, Oriental, Chicano -- all intensely, actively, and sometimes chaotically integrated.

In the heart of all this is the Haight-Ashbury Children's Center, on a corner lot at Page and Masonic Streets. The following are the observers impressions of what the center was like in November, 1970. The building is an old grey one, tumbling-down city Georgian style. The latch doesn't work and there's a big padlock nailed onto the front door. It's fenced off from the street by latticed wire and set about ten feet back from the sidewalk. The intervening space is a tiny playground with driftwood, platforms, lots of equipment for a small space.

Inside the front door, you turn right into what was once a front parlor and is now a conference room with a big table, chairs, a coffee urn. At the rear of this room is the director's office, but it's more like a closet-file cabinet, and the director spends most of her time dealing with people in the conference room.

Lynn Steinman is the director. She's thirtyish, Anglo, and dresses informally in a wash skirt, jersey, tights, sneakers, often with a cotton hanky around her head. She has a deep voice, she speaks emphatically, listens hard, and is very direct. A straight shooter.

Her field is child development, and she knows her stuff. She consults with a number of educational agencies in the area -- Head Start and others -- and gets yanked into government hearings whether or not they relate directly to the Haight center. She's the kind of woman who every time out vows not to get involved, does so in spite of herself, and then must make a real effort to get herself back down to a human-sized work load again. The center is visited by many local and national observers interested in day care, and it has received a good deal of publicity in the San Francisco media. While our observation team was at her center, Lynn Steinman gave them a great deal of her time and attention, filling out time-consuming forms and questionnaires, readily available to answer all our questions. Like the rest of her staff, she's extremely hard-working and yet gracious about interruptions.

Directly across the hall from the director's office is the kitchen. All three rooms open out into the entrance hall, and people in each room greet and chat with whoever is passing through. The place gets a lot of traffic, but the only permanent people here are the director, the cook, and the center's secretary/bookkeeper.

Every wall in the center seems to be covered with paper. Big bulletin boards in the entrance hall are crowded with announcements about school and all sorts of community programs, services and entertainments. The walls of the conference room are more specifically school-related -- lots of kids' artwork, floor-to-ceiling staff schedules, memos, signs about who to pay for coffee, who's lost what where. The paper keeps going up in swatches -- when it's obsolete, it's covered with new paper. There's a lot going on, and the boards reflect this frenetic pace.

The upper floor of this main building is rented out to Planned Parenthood, the San Francisco Food Supplement Program and Neighborhood Arts offices. Out the back door, down a few steps and across a

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small space is the children's building. It looks like a small school. A central activity room right inside the door feeds off into more specialized classrooms for music, art and so on. Upstairs are science, reading and math rooms. The place is somewhat dirty. The downstairs floor is covered with wall-to-wall synthetic carpet which is stained, soggy and smelly. No one particularly likes it that way, but it's a money matter, they have other priorities, and sooner or later it'll be replaced. While we were there it was raining all the time with the resulting sniffles, dampness, chill or warmth, depending on who did what to the thermostat last.

During prime time the center is overwhelming. There's a lot happening at once, with people of all sizes, ages, roles, colors coming and going, each juggling three things at once, talking in all directions, with attentions divided up, down and across. A very rich feeling very chaotic, very disarming. The place is a combination of relaxation and activity.

The day begins -- gratefully -- quietly. The center is truly a neighborhood one, and children, for the most part, walk there with parents or older brothers and sisters. They come in the front door of the main building, holler hello to the cook, and troop through the back-yard to the children's building, where they hang their coats and join a teacher and children who are listening to a story. Soft music is playing on a record player. As more teachers and children arrive, other stories begin in other rooms.

Meanwhile, one teacher carries trays from the kitchen to a third building and sets tables for breakfast. There's cocoa and milk in large pitchers, oatmeal and toast. Twenty kids and two teachers come in; a third teacher joins them and the kids serve themselves, stacking the dirty dishes on trays when they're finished. Conversation is relaxed -- teachers and kids deal with each other as equals and

everyone uses first names. When they're finished, the kids wander back outside and stop on their way to the children's building to wade in the puddles. When the noise level builds, a teacher steps out and herds them on their way.

Back in the other building, ten more kids have arrived during breakfast. They all mill around, waiting for the rest to arrive for morning meeting. The meeting starts with a song: "If you're happy and you know it, clap your hands." The singing and clapping drain off energy, and as the kids relax, a lead teacher calls on each staff member to talk about his or her plans for the day, and then asks the kids what they plan to do. When the meeting is over, kids scatter. A room check ten minutes after this meeting reveals:

Music Room: 1 child, 1 teacher; Science Room: 10 children, 2 teachers; Tape Recorder: 6 children, 1 teacher; Typing Room: 3 children, 1 teacher; Math Table: 5 children, 1 teacher; Stitchery: 2 children, 1 teacher; Blocks: 3 children, 1 teacher; Toddler Room: 12 children, 1 teacher; 2 teachers outside and 2 floating from group to group.

By midmorning the weather clears and activity has stepped up. A child dictates a story to the teacher at the typewriter, then moves the teacher aside to type her own name; cuisinaire rods move between ten hands at the math table; 15 kids are outside with a teacher, all of them climbing on the play structure; 5 kids strike off for the market with a teacher who is buying vegetables for an afternoon cooking class. The animals must be fed and loved, plants watered, a picture painted, a puppet house nailed together for the puppets being made in stitchery.

Kids wander from activity to activity, staying at some five minutes and in other areas for an hour. Small groups of kids meet in the halls to chatter or bother each other, then reconstellate, one child

wandering off to play with the instruments in the music room, a handful drawn into the science room to squeeze berries for tomorrow's shirt dyeing project. The flow is constant, children moving in and out, up and down stairs, into the next building to see what Ruby and Lynn are up to.

The teachers move around in all this activity casually, but with a great deal of warmth and sensitivity to each child's development and problems. There's a lot of physical contact -- staff hugs, holds and carries kids, the kids cuddle up to a teacher reading a story or are affectionately rocked in a big chair. Yet there is a strong feeling of independence among the kids: they are proud of it and are encouraged in it by the staff. Hurt children sometimes seek teachers for comfort, but more often work out their own problems. A five-year-old girl knocks over her milk, calmly saunters over to get a sponge, mops up, and with a "Here," tosses it to another youngster who has knocked over his milk in the meantime.

Mike, walking back to the table with his dessert, is jostled by another kid. Mike turns on him. "You fucker, I dropped my pie!" A teacher at the table with the rest of the kids hears but barely looks up. "Mike, do you know his name?" "Yes." "Then you don't have to call him fucker -- you can call him Robert."

Afternoon snack is pumpkin pie made by the kids in cookery. As kids wind down, they drift to quieter activities. In one corner, a teacher turns the pages of a book to illustrate a recorded story. One boy puts his head on the table and listens. During a pause the teacher rubs his head and says softely, "Did you go to reading class today? You know your letters so you'll enjoy it. Try it tomorrow. When I go to your house next week to visit, I'll tell your mother all about the letters and numbers you've learned."

As it darkens, mothers begin dropping in for their children. They look over the bulletin boards, exchange gossip with staff and neighbors, hear about a new adult education class and tomorrow's dental check of the children, and collect their kids, pausing under the porch light before the evening dash home.

NOTABLE ELEMENTS

Several aspects of the Haight-Ashbury Children's Center are unique. For one thing, it is truly a community center. Children do walk there with their parents, which is surprisingly uncommon among day care centers. The center is also a focal point for community action, with acommunity services located in the building, and board meetings addressing neighborhood problems. Moreover, this center approaches its problems in creative ways. As mentioned earlier, outdoor space is barely adequate, and it's in little chunks between and alongside the buildings. It's awkward for children to play in and teachers to supervise. So a local sculptor/carpenter was commissioned to design and build a structure that would offer as many activities as possible within the bounds of space and safety. The resulting structure of driftwood, telephone spools, tires, boards and branches was quite successful. Whole groups of children can use the structure at the same time. Different parts of it are good for climbing, hanging, dancing, playing house in, and so on, and nobody seems to get in anyone else's way. A ship's funnel is still to be incorporated as a slide.

But there are several other elements in the center's operation which are noteworthy, and which make it the vital, rich center it has become.

Curriculum

The center uses a modification of the British Infant School system. (See the Appendix for sources of information about this system.) The philosophy is that each child is an individual and as such is given the freedom to set his own pace and to choose those activities which interest him within an overall developmental framework. The center and its staff are resources from which each child can choose to learn at his own pace.

This system, as adapted at the Haight center, has a strong relation to the developmental concepts of Pieget, with a focus on the child "doing" things rather than watching or listening. This involves open classrooms, student control of their own programs, and a good deal of peer interaction and teaching. Kids wander from room to room, class to class at will. They can put down one activity when they tire of it and move on to something else. Each staff member specializes in one area, and plans his or her own program around that area, developing materials to fit his needs. The Haight staff offers math, dramatic play, cooking, blocks, writing, stitchery, art, carpentry, music and body movement, discovery science, reading and language development. Quieter activities for younger children include water play, sand, play dough, painting and others. Students learn quickly which teachers are responsible for the various activities and where they will be happening. Teachers spend extra time orienting new children to the resources and staff.

All children meet each morning with the teaching staff to map out the day's activities. Teachers who have special projects or outings planned (it is rare that a teacher leaves the center for anything without taking a group of children along) describe them at this time and let children know when and where they will be happening and what kinds of things they can expect. At the end of this meeting, staff pinpoints some of the children on their choices before breaking up and getting down to work.

At the Haight center, the staff feels that kids can teach each other, often as well as staff can teach. This interaction between children can occur on a one-to-one basis, with one student teaching or helping another, or in small groups of children engaged in some kinds of problem-solving. Often, but not necessarily part of this process, the practice of mixed age groups is used -- either in terms of years or skill development -- where groups of children are working together. This kind of family grouping, as its called, is used at the Haight center, and it

seemed to be working well at the time of our visit. Children were helping each other, and within these groups, children appeared to be gaining a good deal of independence.

The British Infant School system was originally evolved for children 2 or 3 years older than the Haight's children. So this system has been adapted to the center's needs, and has been implemented gradually, over the last year and a half. It is an experiment, and as such it is evaluated almost daily. Changes are readily incorporated to enhance the ways it, the children and the staff work together as a system. One of the major constraints of the program is the ages of the children involved. According to the director, most pre-schoolers have trouble thinking about their own expectations, and younger kids especially find the wide latitude for choice hard to handle. While older kids may be up to this, given a chance to work it out on their own, their integration with toddlers sometimes confuses and distracts from their purposefulness in this area.

The older children who become acclimated to the program are in many ways the mainstays of the operation. They, more than the teachers, provide leadership for the younger children in peer teaching situations, and serve as role models for decision-making. This group is never a stable one, since each year a large number of them move out of the center and into first grade in public school. A real blow to the program occurred last September, when a funding crisis made the center's future uncertain, and many parents of older children decided to place them in public kindergarten while they had a chance, rather than risk a year without child care.

During the week we were visiting, the staff was in the process of modifying the program to deal with some of the problems they were experiencing. Morning meeting was to remain an institution for the older children. Younger kids would be invited to attend, but if they chose not to, more structured activities would be available for them.

In the late afternoon, when kids are tired and any kind of program is most likely to dissipate into cranky disorder, the family grouping would be suspended and students divided into three age groupings with activities appropriate to the attention levels of each. Moreover, more staff would be allocated as "floaters" during the periods of open activity, to ensure supervision wherever kids might congregate.

The center's facilities include an art room, a music-movement room, a dramatic play center, learning centers, a library, carpentry facilities, a science discovery room and a darkroom/photo lab, where children can develop their own pictures. All rooms are well-equipped with materials. The science room, for example, contains boxes with a variety of plants, a terrarium with snails, cages of guinea pigs, an aquarium of tropical fish, weighing and balancing scales, a shelf of science booklets, trays of seashells and rocks, and so on. Other areas are similarly well-equipped. Major materials and equipment include a child-sized kitchen, record players, a piano, photography equipment, all major art supplies, blocks, puzzles, games, and so on, most of which are donated. There are seven adult-sized toilets for the children and one for staff. These facilities are inadequate in both child comfort and sanitary upkeep.

Outside equipment, besides the play sculpture, includes slides, wagons, tricycles, trucks, tables, a climbing house, benches, a sand pit, logs, tires, sheet metal ductwork, and other toys. Wood chips provide the ground covering. Children have access to water from a low drinking fountain, spigots and hoses.

In the program, each child's particular language is accepted, and he is encouraged to be expressive. The center currently has 4 Biafran children (Ibo) 2 of whom spoke no English when they arrived. Each of them has now learned to express themselves successfully in English. There is a special reading-writing class every afternoon for those chil-

dren who show interest. Teachers may also take dictation from children, write the words in a child's book, and read this back to him thus encouraging him to learn to read by reading his own words.

While it might appear on the surface that there is no explicit teaching of many subjects and only random development of concepts, in actuality the days are structured by what the staff sees as a process geared to the long range development of each child. Traditional concepts are taught through such programs as organic reading and a science-math combination curricula. Piegetian concepts of child development are stressed, and there is a continual evaluation of each child, providing direction and assistance to his overall development.

All activities are child-selected, and creativity and experimentation are encouraged. Some outside activities involve take-home tasks and field trips. Cooking and other "messy" activities are common. Each child is free to enjoy these activities, and parents are asked to provide a change of clothes for their children, to be stored for messy or rainy-day need.

The educational program seemed to be working quite well, with children moving according to their interests and attention spans from one activity to another. Teachers were engaged and engaging, and interaction between children and adults was warm and frequent. The atmosphere of permissiveness and complete freedom in this center can be overwhelming to an outsider, but it contributues to the vitality and success of the overall program.

Staff

The quality of the center's personnel is outstanding. They bring to their jobs a variety of skills -- both substantive and interpersonal -- which they exercise with a great deal of sensitivity.

Staff members often disagree as intensely as they teach. Observers were struck with the variety and open expression of opinions by staff members regarding what was wrong with the program and each other: this, too, is typical of this center, where honest evaluation is continual, where new ideas are challenged, defended, brought before staff and parents, and given a hearing. There is a good deal of soul-searching, honesty and directness. There are meetings, roles, memos and a mammoth investment in time for all these things. The spontaneity and freshness of this ongoing staff dialogue is one of the most disarming aspects of the center.

Nine of the staff members are Anglo and eleven are Black. Of the thirteen teachers and aides, four are men who fill the very important male roles for children, most of whom come from mother-headed families. Two staff members are parents themselves, and all the staff relate well with the center's young parents. Average age of the staff is 25. Several teacher assistants are community residents with a lot to offer the children.

In addition, the staff is well-educated. Of the total staff of 20, two have M. A. 's, two have done graduate work, five have B. A. 's, nine have at least one year of college, and two left school between the seventh and eleventh grades. Staff members have an informal style: some are long-haired, most are dungareed, and all have a strong presence. They are direct, warm, actively opinionated about child development and each other, and have unusual rapport with and respect for the children. Teachers often spend their own money to buy materials and equipment they feel the children need.

Parent Involvement

Parents have been an integral part of the center from the beginning. Many helped found the center (see History, under Background Information), and parents control all aspects of the operation. Parents

at the center have handled all the typical day care start-up problems--finding a site, funding, getting licenses, meeting regulations. When the City of San Francisco refused to release promised funds, the community responded by staging a march and a sit-in until the money was released. The event got national publicity in newspapers and on TV. Its real importance, however, lay in the way it knit the community together and made people realize that they could make something happen. Much of the initial wheeling and dealing in center affairs had been done by concerned middle-class community members: on this occasion, everyone involved -- middle, working and non-working classes, Black, Anglo, young and old-- all of them stood chanting in the foyer of city hall, fighting for their center.

Parents have a real financial stake in the center. The Parents' Participation Share Plan (described in detail in the Appendix) was designed to help meet the center's expenses while involving parents in the center's operation. Parents are required, instead of paying fees, to purchase shares in the Haight center as long as their children are enrolled there. (When children are withdrawn, installments for incomplete shares are refunded, less a small handling fee.) Share purchases are made on a monthly installment basis of $25, until the half-share price of $250 has been attained. For those who cannot afford the monthly charge, adjustments can be made.

When a parent has paid $250, a half-share is issued which pays interest each year. After three years, the entire balance of the half share is paid off to the parent. Through this plan, the center is buying its property and buildings, and meeting day-to-day expenses. Parents, moreover, have a tangible stake in the center, and the director estimates that 50% of the parents are actively involved in the center's programs.

Policymaking authority and responsibility lie directly in the hands of center parents, through the board of directors (eight parents, four community members) and the parent governing board which elects

it. Parents plan the program, develop the budget, administer funds, hire and fire staff, and oversee all aspects of the program. There are also various sub-committees which are formed when called for: at present they cover finance, health, maintenance and staff screening. These policymaking bodies are described in the Organization section of this report.

Very few of the center's parents have much experience running anything, even their own lives. Given this, many people have, out of their helplessness or habit, looked to the board and the director for decisions and leadership. Others want to seize the opportunity to tell the rest what to do. Parent meetings are often passive - aggressive, push-me/pull-you sessions. Some people are too shy to speak up. Others are more aggressive and of these some are sincere-- they really want to get things done and assume responsibility.

A lot of the parents are simply not interested in running a school or in thinking and acting about many of the things that entails. So there is not too much sense yet, among the broad base of Haight's parents, of the relationship between decisions and consequences. There is little structured organization, little consistency.

This is reflected best, for instance, in the difference between what parents say they want and what they do when they exercise their control. One of the ongoing arguments between parents and staff has been over the issue of student discipline. Parents complain that things at the center are too loose, that the staff should be tougher with the kids, and so on. But the parent personnel committee hires the staff, after conducting exhaustive interviews feeling out applicants on just such attitudes. In post-interview discussions, prospective teachers are often rejected because they aren't loose enough; and, in fact, there are no spankers on the staff.

Parent/parent relations can be as intense as staff/staff relations. There are lots of differences among parents. Some are quite sophisticated, with their own notions about child development; some simply want a handy place where their kids are looked after the taught how to behave. Cliques form and re-form among parents, along racial, social, or philosophical lines; there's a fair amount of infighting among groups and individuals. Parent board meetings can get hectic, with screaming and occasionally even physical action. In this passionate atmosphere, center management is likely to be inefficient on other than a day-to-day basis. According to the director, parents resist organization and formal frameworks and pull very hard in the other direction, to keep things loose, to avoid making certain people responsible for certain facets of the program across time. Committee memberships change often, and various procedures, policies and criteria are apt to accompany each change. There has thus been little continuity of responsibility, and management of the center has been slow and inconsistent, confused and confusing.

There is also some feeling that parents have had the board and the director, both of whom are relied on heavily, to fall back on. While observers were at the center, there was some talk about <u>making</u> holes in the program to force a confrontation between parents and critical management problems. The chairman of the board and at least one other board member -- both non-parents -- were said to be resigning the following week, their places to be taken by parents elected by the parent governing board. The director, for her part, was planning on extricating herself from the parent grievance responsibility she has assumed. Until now, she has been acting as a kind of roundhouse for parent and staff complaints about each other. She hopes to force them to deal with each other more directly.

Parent management of the center, then has been slow and painful. While all parents have access to responsibility, and perhaps 50% are actively involved in some way, there is a core of people who seem to turn up on

committees and do a lot of the talking. These people work very hard, but because there is some feeling that these people are not representative of the whole parent body, real efforts are being made to enlarge that core.

Bear in mind, too, that this is a young center in many senses of the word. Because it is rich and energetic, its potential for problems is bound to be on the same order as its potential for productive impact. True crises occur instead of mere problems; there are miracles instead of mere effectiveness. And a lot has happened: parents have learned that they can influence the city. Parents on the board have learned more subtle politicking, fund-raising and management skills than noisy demonstrating. Perhaps parent involvement and its effect is best summarized by the parents themselves:

> "This program takes a lot of planning on the part of teachers and real involvement of parents." "Parents make all decisions on all decisions that the director makes. Parents have painted several rooms and are trying to get things done." "I like the parent control. These are my kids and I don't want someone to dictate to me about them. Parents' instincts are finer than all the degree, etc., in hiring staff."
>
> "All new staff are screened by parents. Parents are responsible for decisions. The director suggests, but the parents decide. I'm active as a parent, I attend meetings. Parents make the operation more complicated but easier--teacher feedback helps us know what is needed." "I'm much more community minded now. I know many more people in the community because of the center. I have a good feeling about Haight improvement. I could have moved out, but I chose not to. One difference the center has made is our involvement in the Black community."
>
> "Parents form committees to work on problems. The janitorial system has been improved, we are getting funding, parents have been involved in letter-writing, and there's a better understanding between teachers and parents."
>
> "Parents approve all hiring, firing and disbursement of funds. Meetings are not traditionally efficient. Meetings are often chaotic, with diverse and conflicting opinions. More committees are to be formed. Some parents are against this. The board also has decision-making. They get into financial areas -- share and investment program, change in physical building, funding."

"At parent meetings we all have a say. We've dealt with kids getting messy when they paint, with keeping kids dry, made sure the sign-in sheet is kept up to date, hired the janitors." "I go to the meetings of parents, and help on the screening board for hiring. More than 50% of the parents are involved. They plan the program. Parent involvement means you can keep abreast of what's going on, be a part of decision-making. Enough parents don't do this."

Everyone involved has learned that a center is possible. It's been there on the corner for a year and a half now. Parents have made a lot of decisions -- more than in most community-based programs -- and they know that is possible too. The task in front of them is to learn how to make still more, and make them more smoothly.

BACKGROUND INFORMATION

History

In the spring of 1969, a group of concerned Haight-Ashbury residents held a public meeting. Those in attendance expressed a great need for day care, and the decision was made to start a center. An interim board of directors was elected to raise funds, formulate a program and investigate possible sites. By-laws were written, and the Haight-Ashbury Children's Center, Inc., a non-profit corporation, was formed. In order to purchase the property selected, a plan was devised whereby shares were sold, many of them to parents (see Parents' Participation Share Plan in the Appendix). This plan allowed residents to invest in the center while earning interest on that investment. After purchase of the property and various fund-raising efforts, a director was hired and licensing secured. Funding was obtained through Title IV of the Social Security Act, which required 25% local matching funds. By October, 1969, the center was in operation.

Major obstacles during the planning stage were acquisition of insurance for center buildings and fund-raising for building purchase (community residents raised $8,000 toward this). In addition, due to limited outside play area, the center could only provide 75 square feet per child instead of the required 100. Political support was mobilized and a licensing variance was issued.

Federal funds were easily obtained. Moreover, $20,000 was given by the San Francisco Foundation and the Board of Supervisors of the City of San Francisco promised the remaining $17,000 needed for local matching funds. Later, the city refused to release the money so the community staged a march and sit-in, and the funds were released.

Community

Haight-Ashbury is an inner-city, residential neighborhood with a population of some 30,000. It's a really integrated neighborhood, 36% Black, 46% Anglo, 18% Oriental, Filipino and Chicano. It's also a young neighborhood-- 75% of the residents are under the age of 35.

Few residents earn less than $2,000 a year. Fifty percent earn between $2,000 and $3,000, 35% are between $3,000 and $5,000, and 10% receive between $7,000 and $10,000 annually. The area sustains a steady unemployment rate of more than 20%, while many of those who are employed work night shifts.

During the summer of 1967, the Haight-Ashbury area was deluged by an influx of hippies; the community has not yet recovered. Neighborhood cohesiveness and shopping areas, goods and services, disintegrated. Today, the area is becoming more stable, but many problems still exist, particularly drug abuse and a high incidence of crime.

There is only one other day care center in the area, and its services are limited in quantity and quality. Run by the Board of Education, this center serves 90 children between three and five years of age, 60 of whom get full-day care. Haight-Ashbury's director estimates that there are 1,000 families in the area in need of some form of day care services. The center's waiting list of eligible families is currently about 100.

Parents

Families served by the Haight center are primarily low income and represent a variety of ethnic groups. Roughly 75% of the families have yearly incomes in the $1,000 - $5,000 range.

Income Level	Center Parents
$1,000 - $2,000	12%
$2,000 - $3,000	17%
$3,000 - $4,000	23%
$4,000 - $5,000	25%
$5,000 - $7,000	19%
$7,000 - $10,000	4%

More than half the center's children are Black, and staff composition is balanced in this regard. Ethnic composition, family status and parent employment figures are included in the At a Glance chart at the beginning of this study.

An average center family has two or three children. While the center doesn't meet the full range of a family's need for day care, it hopes to do so in the future by accepting infants and school-age children. (Future plans of the center are included in the Appendix.)

The majority of center parents have not advanced beyond high school; several parents, however, have some college or graduate education. Due to the center's admission policy, more parents are employed full-time or are in job training programs.

Parent Educational Achievements

	Mother	Father
6th grade or less	26%	31%
Grades 7 to 11	0%	38%
High School	39%	0%
1, 2, 3 years of college	11%	8%
College Degree	0%	15%
Graduate Work	0%	8%

Families meeting the center's admission policies are accepted on the basis of greatest need. To be eligible, a family must have resided in the Haight-Ashbury community for at least six months. Clients must be past, present or future recipients of AFDC. Working parents are given priority.

In general, center children do not have special emotional or physical handicaps. At present, two children have mild emotional disturbances, five have speech disturbances, one is partially deaf and one has a heart condition. Special services for such children are available through referral.

BASIC PROGRAM

Education

This aspect of the center has been discussed in the Notable Elements section, under Curriculum.

Food

The center employs a full-time cook and a part-time cook's assistant. In addition to the two hot meals (breakfast and lunch) and two snacks served daily, food is available to the children on demand. Children are allowed to help in the preparation of meals, in shopping, in clean-up, and they serve themselves. Food is carried from the main building, where it is prepared, to the small building which houses toddlers, where a dining area is set up. Eating is casual; no one is forced to eat at a given time, and there is no demand for the children to finish everything on their plates. The mealtime atmosphere is relaxed, warm, and conducive to general conversation. Teachers eat with the children. A sample menu is included in the Appendix.

One difficulty in the compensatory nutrition program is the stress the Department of Agriculture places on bread and milk, both of which are overabundant in the children's home diets.

Health

The aim of Haight's health program is to provide basic care and to coordinate community medical resources. A doctor and a nurse are available on a consulting basis, and the nurse is well-known to center parents. First aid is available at all times. Parents and representatives of the University of California Medical School make up a health committee; together they formulate policy and gather resources. Upon enrollment, a volunteer medical team gives each child a thorough medical and dental

examination. Follow-up immunizations and examinations, as well as staff training in child care, are provided by a volunteer pediatric team from the University of California, which visits the center at least once a week. Medicines, cough syrups, band aids and other supplies are donated by this team.

If a child becomes ill a the center, he may be put in the isolation room, his parents are notified and he is either sent home or given emergency care. No sick child is admitted to the center, and teachers perform a cursory health inspection each morning.

Transportation

Since the center serves its own neighborhood in the inner city, transportation is no problem. Almost all the children walk to the center with parents or older brothers and sisters. The rest are driven in family cars. Good public transportation is also available. Transportation is provided by the center for field trips, which are used extensively in the curriculum. Usually, only five to ten children are involved at one time. Car pools are formed by parents and staff, and drivers are reimbursed for gas.

Social Services

Independence and self-determination for center families are the goals of the center's social services program. The most common social problems among center families are those encountered by working mothers who head their families and those arising from the Haight-Ashbury environment itself.

The center was originally funded for a full-time social worker and a full-time parent-community worker, but funding cutbacks meant

the parent-community worker was lost, and the social worker was cut back to part-time and then voluntary service. Presently, the center again has a full-time social worker, but the position may be cut again if funds are inadequate. According to the director:

> Despite these serious limitations. . . , the center has consistently worked on the basis of long-range help. This means that we will take an eligible parent who has no job or training program, but serious intentions, or a real problem (physically, emotionally, socially), and have a social worker to help them or refer them to help over a three-month period of time in order that they can make a move for themselves, and a social worker who is able to keep up communication or rapport to assure that they continue to move to self-sufficiency. The funding crises this year have limited the consistency in this.

The social worker and center staff provide job and child rearing counseling, family planning advice, and the center gives its space for meetings of the Welfare Rights Organization. Between 20 and 40% of the center's parents take advantage of the center's direct counseling and services.

The social worker makes referrals to community and local agencies. Most commonly used social services are general health, child health, mental health and dental clinics; family planning; food stamp program; welfare and unemployment service; employment security office; welfare rights and legal aid; family relocation, general social work services; the Easter Seal Society and the Department of Public Health. The social worker also does follow-up on each referral, and many families have received jobs or job training as a result of referrals by the social worker. The San Francisco Food Supplement Program and Planned Parenthood offices, as mentioned earlier, are located upstairs in the main building.

Problems encountered in the social services program are difficulties in getting good services for parents and the unavailability of some services, such as a well baby clinic and others.

Parent Education

According to Lynn Steinman:

> There is no 'course offered at the center.' The focus of the center has been to build up rapport between parents and teachers. No one learns unless there is trust. People are used to accepting 'institutions,' but not trusting them and being cautious about expressing their interests or approaches to them. The center has focused first on providing an atmosphere for expression and the building of trust. People don't respond to a 'course' unless they need it. People who come to day care, especially where enrollment is limited by income, aren't affluent enough to want to solve their children's development problems. They first have to become sufficient in solving their own. Day care offers this opportunity. Next comes trusting interaction with the people who take care of your child. We are now ready for a more 'educational' based sharing. The center is an educational process. Its 'sharing' meetings are educational. Your tables don't allow for any statement about parent education as it has been handled at the center. There has been a 'Parent Education' program-- it doesn't fit into your form.

Community Organization

Again, according to Mrs. Steinman:

> The center is a product of community organization. It represents community organization to the community. That's what we're all about. This isn't an organized community (is any?). Our staff and parent body interact in the community. There is a board meeting and a parent governing body meeting monthly. These are open meetings. Community issues and day care issues emerge. The board picks up on a community concern and offers publicity or holds a public meeting. Groups come to the center; the parents do the guiding. Their issues are ours. They give and take information. The social worker facilitates.

Specific issues addressed during the past year have included tenants' rights (a strike), drug pushers on the street (a voice), the hippie

element (communication), lack of health care in Haight-Ashbury (an open program at the center), community redevelopment (a voice), and the lack of after-school programs for school-age children (getting community response).

When asked what changes had been achieved by the community organization program the director had this to say:

> No big accomplishments. The focus is a communication center, an information center. There's no brainwashing to a point of view; the view of the parents comes first. Parents have learned:
>
> 1. That there is a viable group in the community and that it will speak out (a press conference at the center is effective).
> 2. That we have been independent of 'institutions,' given ourselves time (don't try to prove, but let our results be seen). We've become an acceptable part of the city, kept our autonomy, and can be seen but not interfered with.
> 3. We've developed political pressure, have made political friends. These 'friends' learn from being involved.

Other community organization efforts at the center have involved voter registration and a newsletter for center parents.

ORGANIZATION

Policymaking

Policymaking authority and responsibility lie directly in the hands of all center parents. A board of directors consists of eight parents elected by the parent governing board and four professional and community residents who meet twice a month and are responsible for overall center functions. All parents are members of the parent governing body, with three parents elected as chairmen, responsible for actual day care operations.

The parent governing board participates in policy development while providing for the hearing of grievances, electing new board members, formulating parent activities, screening volunteers, approving community/center programs, and passing business on to the board of directors. Sub-committees for both boards are formed when needed; presently, they are addressing health, maintenance, finance and staff screening matters. Overall management procedures are presently being stressed.

In addition to the board of directors and the parent board, the center director assists in policymaking and is relied on in many ways by both parents and community. Final authority in all matters rests with the parents.

Specific areas within the center program are administered as follows:

Planning -- Parents and staff, with the director's advice, make all decisions regarding program planning. Parents are responsible for the change in structure of field trips (making each one

more specifically oriented), and for the change to family grouping of children, among others. Overall curriculum is set by the parents and the director, with suggestions from the staff and the board of directors.

Budgeting--Parents, particularly those on the finance committee, work with the director to develop the center budget. Staff salaries are set by the director.

Staffing--All hiring and firing of staff is done by center parents. A committee of staff and parents screens each applicant and makes the final decision.

Operations--Regular daily program activities are chosen by parents, staff and the director. Anyone connected with the program has a voice in policymaking. Because the participation of parents is basic to the program, and because it is their program, parents have final authority.

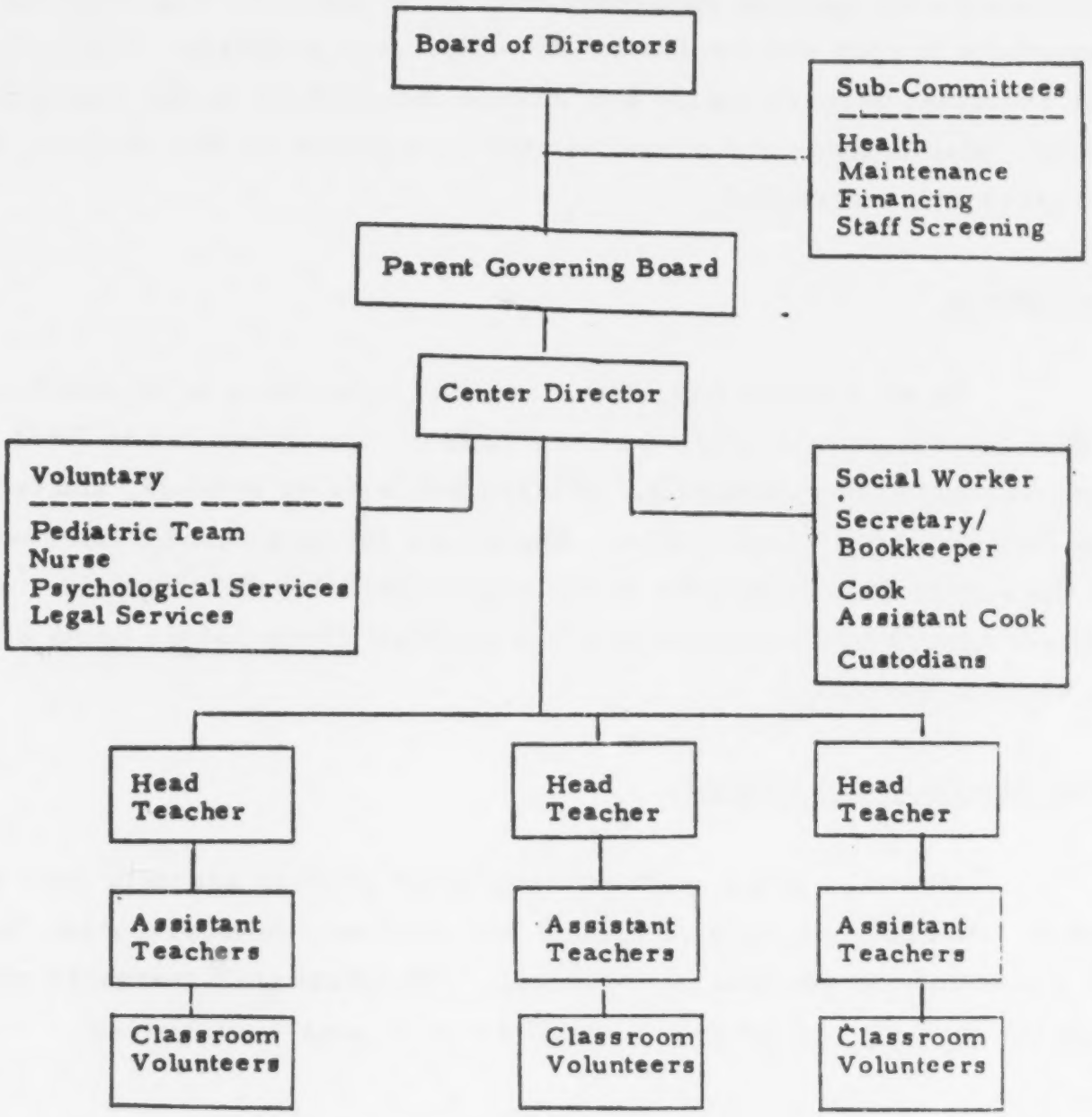
There is currently some speculation that the board of directors and the parent governing board may merge and become not only responsible for all phases of program management, but actively involved in doing these things. As mentioned earlier, the level of parent involvement is high, and the quality tumultuous. Problems are still being confronted and worked out, but any parent who wishes to can get involved in determining his child's education.

Staff Organization

Heading the center organization is the director, who is responsible for organization of the program, recruitment of staff and community volunteers, purchase of equipment and supplies, supervision of staff and arrangement of staff schedules. She is assisted by the center's secretary,

HAIGHT-ASHBURY CHILDREN'S CENTER

ORGANIZATION CHART



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who also keeps the center's books, does the correspondence and center reception duties. The social worker, together with the staff, encourages parent participation and assists parents in location of social services and employment or training opportunities. Head teachers work with teacher assistants to plan and implement the child care program. The cook and her assistant prepare meals and include the children in the nutrition program. Maintenance and custodial care is supplied by two janitors, whose services are contracted.

Volunteers

On an average day, there are five volunteers in the center. These workers are easily recruited (infact, the center has to limit applications) from the community, colleges and nursing schools, and from the Neighborhood Youth Corps. Applicants for employment often work at the center for six months as volunteers before becoming paid employees. All volunteers are screened by a parent/staff group before being allowed to work in the center.

Staff Meetings and Records

Meetings of all staff and interested parents are held once a week. Discussions revolve around the children, the curriculum, the use of space and the general environment. Individual staff members meet with the director as needed, as well as for a yearly evaluation.

It is typical of this center's style of operation that parents have decided they do not want their children "tested" in conventional ways. Instead, each teacher is responsible for five children. Teachers make written comments on all children they have observed each day. These are circulated among the staff daily. Teachers clip out other teachers' comments about "their" children to maintain running profiles on the students in their charge.

Once a month, teachers visit the homes of their five children to talk with parents about student progress. More informal staff/parent contacts occur at the center every day, and parents have benefitted in knowing that there is one particular teacher who can help them with questions about their child.

Staff Development and Training

New staff members participate in a one-week orientation designed to acquaint them with early childhood education. In-service staff training meetings are held once a week, led by the director or consultants in the field of child development. All staff participates. Parents are also encouraged to attend, but so far their turnout has not been high. Saturday workshops in child development or pre-school curriculum are often held at the center. In addition, staff members frequently take part in training workshops held by various agencies outside the center.

The director feels that extensive in-service training contributes to staff equality, in that the continuing para-professional staff has responsibility and knows much that recently added professional staff has to learn. This equality of responsibility and knowledge has its drawbacks. Three lead teachers are new this year, and there is some disgruntled feeling among the teacher assistants that they are carrying the bulk of the load without benefitting from the lead teachers' higher salaries. The lead teachers are supposed to be resources for para-professional staff, but are presently not being consulted.

A limited career development program exists for teacher assistants. The center pays for enrollment in one institutional course per year. There is no college credit available for the in-center training program, although at least one teacher is receiving some formal course credit on a work-study basis for her work at the center. The director provides career counseling to all staff members.

The training program has allowed the center to hire at least seven staff members who would otherwise not have been hired due to lack of experience. In the past year, one teacher assistant has become a teacher; one parent became a teacher assistant; one parent became the cook's assistant, and another parent became health coordinator.

HAIGHT-ASHBURY CHILDREN'S CENTER STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position)*
Total Staff (58 - 27.6 full-time equiv.)	1103	588
Paid Staff (20 - 20.6 full-time equiv.)	822	504
DIRECTOR	62	8
HEAD TEACHERS (3)	120(40)	108(36)
TEACHING ASSISTANTS (10)	400(40)	360(36)
COOK	40	8
ASSISTANT COOK	40	8
SOCIAL WORKER	40	2
JANITORS (2)	80(40)	-
SECRETARY-BOOKKEEPER	40	10
In-Kind Staff (38 - 7 full-time equiv.)	281	84
NURSE (Parent)	40	30
PEDIATRIC TEAM (2)	4(2)	4(2)
SOCIAL WORKER	8	-
LAWYER	2	-
VOLUNTEER AIDES (3)	135(45)	120(40)
NEIGHBORHOOD YOUTH CORP WORKERS (6)	28(40) 6 wks/yr	7(10) 6 wks/yr
VOLUNTEER PARENT COORDINATOR	4	-
PARENT ADMINISTRATIVE ASST ASSISTANT	10	-
CHAIRMAN, PARENT GOVERNING BOARD	10	-
WORKSHOP TEACHERS (20/year)	-	-
PARENT MAINTENANCE WORKERS	40 (equiv.)	-

*Estimated

OVERALL PAID STAFF PROFILE

Education:

M. A.	2
Graduate Work	2
B. A.	5
One Year of College	9
7th - 11th Grade	2

Sex:

Male	7
Female	13

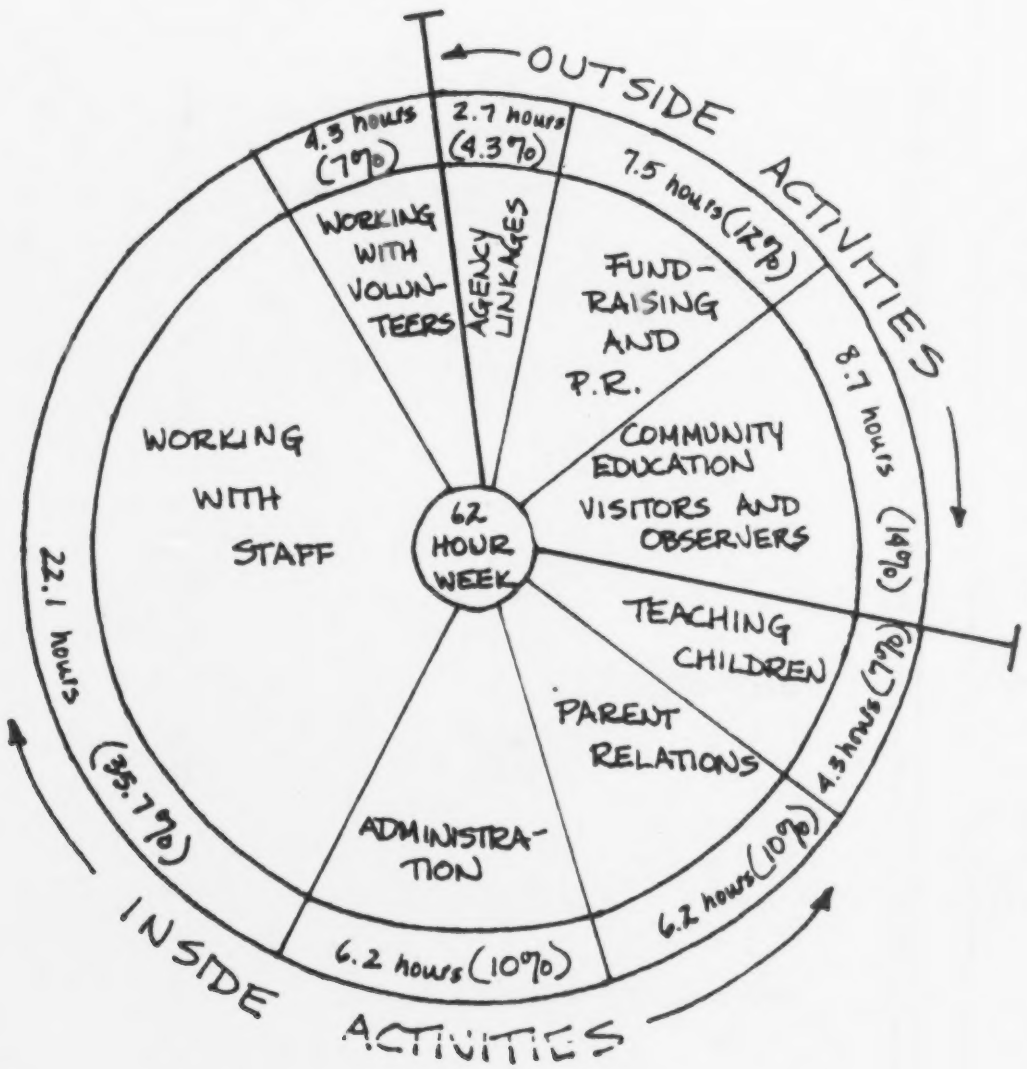
Ethnicity:

Anglo	9
Black	11

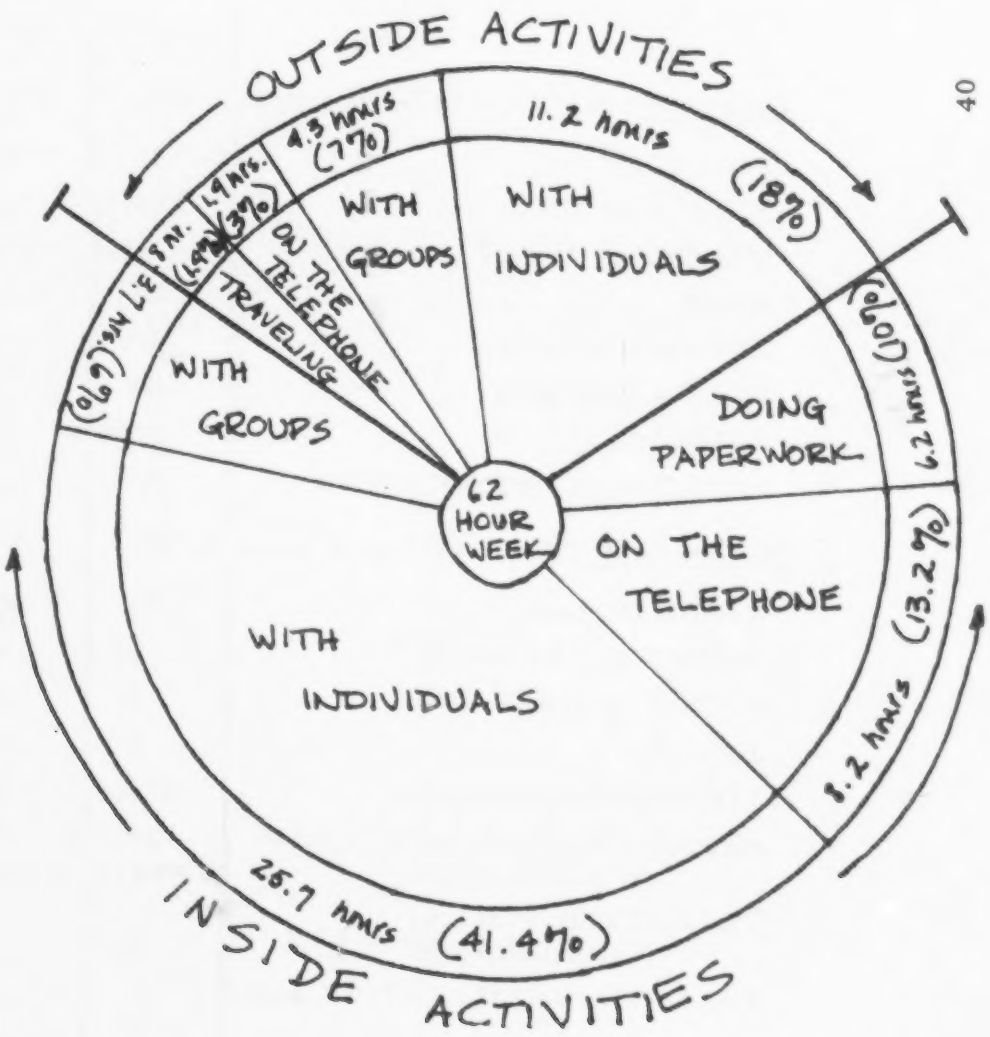
Parents of Project Children: 2

This is the way Haight-Ashbury Children's Center's Director spends her time:

This is what she spends it on:



And this is how she spends it:



On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

A. Child Care and Teaching--personnel, curriculum and general classroom supplies.

B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.

C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

D. Health--personnel, supplies, health related services.

E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

HAIGHT-ASHBURY ESTIMATED $ AND IN-KIND EXPENDITURES 1970 - 71*

SUMMARY:	% of total	total cost	cost/child year	cost/child hour	Personnel costs make up:
Standard Core	74%	$ 154, 700	$2, 892	$ 1. 27	78% of $'s
Varying Core	7%	14, 300	267	0. 12	92% of In-Kind
Occupancy	12%	24, 400	456	0. 20	81% of Total ($ + In-Kind)
Supplemental	7%	15, 000	280	0. 12	
TOTALS	100%	$208, 400	$3, 895	$ 1. 71	

*costs to nearest $100, % to 1.0

		% OF TOTAL	TOTAL	= $ COST	+ $ IN-KIND
BASIC CARE	I. STANDARD CORE COSTS				
	A. Child Care and Teaching	46%	$ 96, 200	$ 83, 600	$12, 600
	B. Administration	16%	33, 300	23, 300	10, 000
	C. Feeding	12%	25, 200	24, 600	600
	II. VARYING CORE COSTS				
	D. Health	7%	14, 300	-	14, 300
	E. Transportation	-	-	-	-
	III. OCCUPANCY COSTS	12%	24, 400	18, 300	6, 100
	IV. SUPPLEMENTAL SERVICE COSTS				
	F. Staff Training	1%	1, 800	600	1, 200
	G. Parent Involvement	6%	13, 200	8, 700	4, 500
	TOTALS	100%	$208, 400 (100%)	$159, 100 (76%)	$49, 300 (24%)

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IN CONCLUSION

It seems reasonable to let parents speak about the impacts they have observed on their children and their family lives and to let staff speak for themselves.

What parents like for their children:

> "At the center, they don't punish a child--they try to work with him to help him verbalize instead of hitting. Help him try to work out a solution, maybe present alternative behavior. I have only recently become aware of this method and the validity of it. The teachers are well trained, for the most part. More basically, they really like children."
>
> "The program has a great variety of matierals and experiences for the children. Both staff and children come from many different ethnic and cultural backgrounds." "I like this set-up, in which there is a lot of interaction between age groups and the various forces of learning that are provided--the learning areas. The caution is that the older ones need to have their standards, not just providing resources for the younger ones. The center has helped the children keep busy and involved. They don't suffer from not having a mother."
>
> "The British Infant system is excellent and becoming increasingly better." "I just saw children playing outside and walked in one day. I brought my kids here because I felt strongly when I first walked in the office. I felt such good vibes from the front office. Public school day care was authoritarian-- they didn't like it."
>
> "I want my kids to act freely. I don't want them inhibited. I don't want them to hurt other people. May son built a block bridge that was real special. The teacher made a big thing of it and left it for others to see. May son was so proud. This kind of approach is fantastic."
>
> "What does not make teachers good are the number of degrees. They have warmth, and are constantly responsive to the children. They communicate with the child and show physical affection. They should be able to initiate activities that children can get involved in, and their approach should be open."

"The most beautiful thing here is the feeling of brotherhood--Black and White are like a family. It's spread to all the children. Older children help take care of the young. Love is so apparent. I like the staff and their affection for the kids also. The staff has incredible enthusiasm and energy. There are slow children-- but they can all explore their own possibilities."

"Kids here are happy. Most parents have serious problems, and the kids are not totally secure at home. Independence among children here is expected and encouraged." "I put my child here because it was a community-type effort and a new thing. He was enrolled in Montessori school and I took him out to put him here. Montessori was too expensive and too structured. He didn't like it."

"Many people don't like the loose atmosphere here. Children are guided through change. My son is able to lead himself. He prefers to play with friends rather than stay with projects. He likes the exploration rooms and trips-- he's developing socially. He is kindergarten age and I decided he should stay here all day rather than go to public school."

"I think the teachers are exceptional. They really try to get into the kids. They don't operate on strict structure--they're open to change. I like the varied program, the trips, the relaxed social atmosphere. He relates better now. Through the teacher's help, he knows how to write his name and so on, which I couldn't teach him. He's now self-directing, tends less to work against us because he has kids to deal with."

"The unstructured program takes into account the unstructured home life of some kids. Teachers are interested in the child's future. The center offers people who are symbolic authority figures for kids with transient people in their lives." "Some think it's hippie till they find out for themselves. A lot of people place a lot of value on clothes and judge by that."

"He'll be smarter than I ever was. I like everything about this center. I've found that my son is very sensitive. It has changed things. I understand the way he feels about things. He's more inclined to eat a variety of foods like vegetables, and the reading readiness program has helped my daughter."

"My child needed more social experiences. She was with a babysitter before. The teachers are fantastic. It's an incredible staff. They are warm and involved, with an objective approach to children. In nursery schools teachers

have set good and bad behavior standards. We don't. Teachers here don't go to the other extreme. The kids know where the edge of the circle is."

"The unstructured program gives freedom to the children to explore their interests. I like the lack of emphasis on value judgments and behavior standards." "I've never seen any of the teachers lose their tempers or hit a child. They explain carefully so the child will understand. If a child is crying they will take him aside and hold him, be almost like a parent. They need just as much love when their parents aren't around as when they are."

"It's free--the child can go to whatever interests him, do what he wants. They have field trips-- in the summer, once a week. Now he gets along better with other children. It's good that it's a neighborhood center. The children are from the same kind of families. I like the fact that most of the teachers live in the area and are involved in the community."

"She's learning the basics, getting a good basic education. My older girl was here for kindergarten last year and went into the first grade slow class. In one week she was moved to the top class. The overall center has improved greatly. Discipline has improved. I approve of the unstructured program. It lets the child develop at his own rate of speed. The reading program is also good. My daughter enjoys it-- it makes her feel grown-up."

What parents like for themselves:

"Since I see less of them now I am able to relate better to them when I'm with them. It enables me to do different things which have made me a better and growing person. I'm not a particularly good mother, so the less time I spend with them, the better mother I can be when I'm with them. The courses I'm taking and my participation in the center have increased my interest in children. It's made me much happier. Freed me to do things I want to do. Now I am better able to give myself on weekends and evenings and everyone-- husband and kids-- benefits."

"It's a tremendous thing for the Haight-Ashbury neighborhood." "They have child care for parent meetings." "A handful of teachers has been acting as a whip to shape up teachers and program. I'm active in school meetings. The actual parent participation is done by a handful-- a concerned core. Having the center in the neighborhood

breaks down barriers. People know each other. It provides for good rapport and good neighbors, helps improve the neighborhood. We can stand against the weird element that is passing through."

"Lynn can provide an educational resource to parents -- a good leader can explain, advise in a strong way, sell an idea." "I am going to school and getting credit for working in the center. My income has increased $200 -- a lot." "I need to be at work from 8:30 to 5. I don't feel rushed on either end, have time to talk to teachers. The fee is smaller here -- it took a strain off our budget." "Our income has increased 100%. I am desperate for the center. There is no way I can work and pay a baby-sitter. I would have to go on welfare." "The care I used to have cost triple what this does."

What parents don't like, or would like to see:

"It's not kept clean enough. We have janitorial problems. I see it as a minor thing." "The staff doesn't know how to punish a child. There's too much emphasis on the verbal. My concept of punishment is constructive, not a reaction to something. I don't hesitate to use a mild spank or tap. The staff is good as a whole. Interaction with parents provides some guidance. In general, they should take more initiative."

"There should be a better sense of cleanliness." "Their language and table manners aren't as good. There's a happy-go-lucky slum area attitude that needs tightening up. Many people need to know what real love is-- discipline doesn't mean being closed-minded. To be open doesn't mean to be permissive."

"The place needs fixing up, a little less chaos, a little more security. All staff and the director are aware and working on this." "They punish my child by singling him out and criticizing him. Sometimes I don't think he should be criticized in front of others."

"The unstructured program seems to be its own evil. There's more room for mistakes. I don't want more structure but less mistakes. The physical building is hard to keep clean. All parents complain about dirty conditions. The toilets smell and there are generally unsanitary conditions."

"Some staff are afraid to really discipline. They should be more firm in some instances." "I don't care for the aggression of children, though I accept it. There are very hostile and aggresive children here and my child finds this difficult, although she's learning to fight back when there's not adult around."

"Parents need to get together. There are cliques. One formed before I got here (educated White mothers), and won't let anyone in." "I like the play structure, but it would be nice to have more space for play outdoors. I'd like to see them teach children words-- may son has learned his numbers up to 20. I'd like to see more improvements in the lower classrooms, take up the rugs (bad odor), better floors in the bathroom to make it more sanitary, better lighting."

What staff has to say:

"You must be able to guide children, to be detached. You must not rush a child, but let him go at his own rate. You have to like kids, respect them as human beings. You need to be healthy, and expect the unexpected. Training can be a help for a teacher-- you need technique to fall back on. But you've got to be able to make it with kids." "Pre-schoolers need basically to be in an environment where they feel free enough to learn-- not just facts -- an attitude of openness. Many have a negative approach at home and need to learn to trust. We try to give them a sense of responsibility and teach them to direct their energies. I hope they'll be creative thinkers, but it depends on where they go from here, what schools they get."

"Parent involvement is far too small. The word comes from the board and the director." "I plan to stay here indefinitely, as long as the inspiration and health last. As an assistant teacher, salary is adequate to your needs, but low in comparison with head teachers who make $150 more for the same work. To advance in this program I'd need more education. I've been here 11 months longer than the head teacher and run my own area."

"I don't feel many kids need the care we give now-- they could go home earlier, don't need care from 4 to 6." "What I like best about the program is the kids. I don't like it that teachers don't talk with others. The air of anonymity among staff. With this new system we're spread out: kids don't have a place of reference." "There's no reason for a child to cry. I control my area to avoid frustrating situations. I don't want a kid freaking out."

"A good teacher must have the ability to listen and stay calm. Don't set such high standards for kids that they can't meet them. Be sympathetic and listening. Be firm-- know what you're doing and telling a child. You have to like kids and enjoy what you're doing. You can't fool little kids. As an adult you're teaching a child-- make sure you know what you're doing."

"More training would help me as a teacher. A good teacher is someone around whom children can work. Training alone isn't enough-- you must have other qualities." "Pre-schoolers need a lot of physical contact-- picking them up, saying hello as you pass. Physically carry a child to reassure him. All little kids respond to physical contact. This age is self-centered-- they must be made aware of rules of behaving with others-- you must explain to them over and over."

"I don't really think the parents make many decisions. They get into wild discussions-- sometimes insulting each other. Once, one slapped another. But, in the end, I think the director makes the decisions. I can't think of any changes that have come about because of parents. They are mostly concerned with fixing up the building and I guess there's no money for that. Staff meetings? The director talks for two or three hours and the teachers listen and that's it. Decisions come down from the top, with the staff doing very little beyond accepting whatever has been decided. But there is no one person approving or disapproving what you do in your specific area, and that gives you the freedom to do whatever you want. Staff is not utilized to their fullest ability. Members are not assigned to areas they can work best in, and the whole idea of staying in one area and not paying attention to individual children is not very healthy. Children are free to start a project here, mess something up, and if they don't like the way that adult handles them, they are left free to go somewhere else and do the same thing there."

"My salary is low here, but I like my job, and nobody pays well. I like the fact that there are so many people who are in the here and now with the children and give them a lot of personal attention. The attitude of teachers is not so much to teach a child something, but to make sure that the child has a good day and find out why if they don't. What do I like least? It's too dirty, and sometimes becomes a repulsive environment for the children."

"I encourage verbalizing, socializing, cooperative play, solitary play, activities, thought, expressing oneself. These kids will feel good about themselves at age ten. I hope they will feel a sense of achievement." "Parents are board members. The PAC which elects the board members assists in policymaking, hiring and firing staff. Authority on all matters lies with parents. Parents have made sure we finally have a good set of janitors. Many new materials we have are due to their efforts."

"Since parents have been involved as staff members, it has improved regularity of attendance, we have even better parent-staff relations, more community involvement. How long will I stay here? I don't know. Funding crises are a drag. There's been giant turnover. Overtime is required and there are pay inadequacies. Decisions about the program are not made efficiently because so many of us are involved." "The salary is low, but I stay because I feel a loyalty to the program. I don't know if I can advance in the program: funding is uncertain."

"I like the British Infant School methods, the warmth and involvement of all people participating. What do I like least? My salary-- the inadequate pay to all staff." "The board generally is the place to which parents go with complaints or in-center policy reactions. Many decisions made by the parent board are made with the needs and wants of parents, without their actually understanding just what goes into teaching and disciplining the children."

"We use observation to understand a particular child and what he is doing and where he is at, for a profile to present to the parent. As a parent, I look at things from the parents' point of view. If the kid has a hard day, I tell them so they can take steps to work on and improve things." "A good teacher can relate to parents without putting them on edge. Training can help make a good teacher, but teaching is such a delicate thing-- many of the basic qualities can't be trained in."

"I discourage total dependency in a child. I try to steer the child into activity or help him find a way of handling it for himself. I help him, but I don't do it for him. I exude the confidence that I know he can do it for himself and I expect it. I hope they will have a lot of zeal when they get older. This gets dulled."

"Parents are not as involved as they should be. A core group of parents ended up doing things-- a let-the-establishment-do-it attitude. It's changing now to 'We have to be more active.' At first, some parents talked down other

parents and discouraged them. Lynn's word was immediate law." "Parents love their children, but they don't know if they're doing the right thing. They're a little tense about it-- 'Do you think I'm really too strict?' Staff compensates by being so lenient. It's hard to find the middle of the road-- it's either perfect or a mess."

"In working here every day I'm stiumlated to learn more about children, what's good for them. I learn about a group and apply it to mine. I've had some things to unlearn. I plan to stay here permanently." "Changes from self-contained to open floor plan haven't been worked through. Transitions are problems." "I like the openness with children. Staff and parents aren't as close as they need to be." "The director has used a lot of ideas I've thrown out at teachers' meetings. The board doesn't really understand the staff's method of discipline."

"There's not enough time to talk about the program. No, the program doesn't run smoothly-- but I'm not sure that's good. I like the positive feeling for the children, the desire of most of the staff to work together, the experimentation, the easiness in feeling. I don't care for the strain, sickness due to overwork, strain between staff members. I'm uncertain as to the direction of the center." "The teacher's role in this program is to set up an environment in such a way that the children want to learn. We foster the idea that knowledge is a joy and an interrelationship and children act on their own."

It was the judgment of the observation team which visited Haight-Ashbury in November of 1970 that this program is a high-quality one. Parents and staff interviewed shared this opinion, yet were honestly critical of what they felt to be failures and shortcomings. This attitude of frank evaluation and criticism was rather unusual in our study. It seems to us to indicate not so much dissatisfaction with the overall program as a real preoccupation with making that program better.

At the basic care level, every element was present and effective: protection, nutrition, tender loving care, general stimulation of mind and body, and health care. In addition, the center has much to offer its children, staff, parents and community:

For children:	skill teaching in self-reliance; communication; peer cooperation and teaching; open classrooms and family grouping; free choice of activities and pace in program; cross-cultural appreciation; community awareness; self-image enrichment;
For staff:	chance to work with children; in-service support; creative freedom; advancement through training; basic pay;
For parents:	chance to work; awareness of adequate care for child; maintenance of parent role; financial investment in center through share plan; cross-cultural appreciation; effective counseling and referral to community social services; parent control and decision-making; parent-community social events; community action opportunities.
For community:	information flow about center activities through media; volunteer opportunities; use of other service agencies; community action opportunities; community-owned center.

It is difficult to know how to conclude this case study now that Lynn Steinman is no longer director and many of the teachers have left since the center was visited. Yet the center's vitality springs from a community of interest among directors, staff, parents, kids. At least, it certainly appeared to come from this kind of support last November.

If this is the case, then it is reasonable to expect that the center will go on -- perhaps somewhat changed, but with energy. Perhaps the staff that left will start another place like the Haight-Ashbury Children's Center. It is hard not to believe that that would be a good thing.

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APPENDIX

This appendix contains illustrative materials drawn directly from the center and includes:

Parents' Participation Share Plan

Sample Menu

Future Plans for Development

For additional information about the British Infant System see:

Central Advisory Council for Education. Children and Their Primary Schools. Volume I. London: Her Majesty's Stationery Office, 1967.

HAIGHT ASHBURY CHILDREN'S CENTER
Parents Participation Share Plan

What is it?

The Parent's Plan is designed to assure the parents participation in the ownership, operation and management of the Center. Parents are required to purchase shares in the Center as long as their children are enrolled. The purchases are made on a monthly installment basis of $25.00 per installment, but in special circumstances the installment may be less as explained below.

How does it work?

After a parent has paid $250.00 a half share is issued and the half share pays interest at 6% per year from the time the share is issued. Payment of interest is made once a year. In addition, a payment is returned on the $250.00 of around 10%. After three years, the entire balance of the half share is paid off to the parent or anyone else that the parent designates. If your child is withdrawn from the Center for any reason, the installments that have been paid on incomplete shares (less than $250) will be refunded less a 15% handling charge. A refund is not made on installments that have been converted to half shares. Everytime a payment is made a receipt is issued and records are kept based on the issued receipt. You must be sure to take a receipt when you make your installment payment.

Why is participation necessary?

Your Children's Center is a new venture that was started without the aid of government money. The operating costs are now being met largely with government funds. However, the buildings and the grounds are not government owned as is much of the equipment your child uses. To acquire the building and grounds and to meet large expenses before government funds were available, money was borrowed. Much of the borrowed money has already been paid back, but there is still money owed. Your participation in share purchases will help pay the loans back.

In addition, our new Center has plans to expand to accommodate more children and this cannot be done without very costly remodeling. The parents shares will provide some of the cost for that expansion and the continued participation will assure the ability of the Center to borrow money in the future because the Center will always have an assured monthly income from which debts can be paid off.

Another important reason for participation is that it gives the parents part ownership in the building and grounds. As a part owner it is felt that the parents will be more vitally concerned with the operation of the Center and will participate in its affairs. This is done through your vote in the election of members to the Board of Directors. Of great

importance participation gives the parents an opportunity to be involved in an important facility that will continue to serve the community in the future.

How long will the plan be in operation?

The plan is absolutely essential now and for the next few years as far as can be forseen now. It may be needed as long as the Center has substantial debts which are not paid by government funds. It would be ideal if contributed funds can be obtained to pay off the present mortgage and the debt that will be acquired in the expansion that is planned for the future. The present mortgage will be paid off in 1970 so that the plan would not be needed after that. Actually the duration of the plan will be decided by the Board of Directors of the Center and if it appears that the plan can be terminated sooner your Board of Directors can be expected to do so. In any case, parents required participation in the plan will last only as long as your child is enrolled in the Center.

Who owns the buildings and grounds now?

To answer this question some background information will be useful. The last owner of the buildings was the Small Business Administration, an agency of the U.S. Government. They were willing to sell the buildings but since the Center wasn't yet established they could not sell to a "non-existent" entity. For that reason a separate entity (organization) was formed for the sole purpose of buying the buildings and leasing them to the Center. That entity is called "1101 Masonic Limited." That kind of organization is called a "limited partnership" and it is characterized as having general partners and limited partners. The general partners have unlimited liability and are responsible for all debts and obligations of the property. The only debt, in the main, is to see that the Small Business Administration gets their monthly payments. The General Partners are Alvin Duskin and Harold Shain, whose wives were and continue to be active in the Center. The Small Business Administration regarded these men as being acceptable persons to be responsible for the monthly payments - no matter what happens in the future. But they are not the owners. The owners are all the partners together except that the limited partners (all the other partners) have no other liability whatsoever. The limited partnership interest is evidenced by the shares that are issued. When a parent is issued his half share, he becomes a limited partner and is thus made an owner together with the other partners. The General Partners have responsibilities other than to see that mortgage payments are made on time. For example, they are required to see that the limited partner's interest is protected as much as possible by requiring that the Center carry adequate insurance, that the Center not allow the buildings to fall into disrepair, that the Center make their rent payments to 1101 Masonic, Ltd., that the payments of principal and interest be made to the limited partners and that funds be available when shares mature and when installment payments are to be returned. There are still other responsibilities of the General Partners, but these will serve as examples. The General

Partners of 1101 Masonic and the members of your Board of Directors serve without payment of any kind.

Does this mean that the Center does not get the money when the installment payments are made?

That is right. The money goes to 1101 Masonic, Ltd. immediately, but it will come back to the Center later. Right now it is being used to pay off loans to the Center. Although two separate organizations are involved they have the same objectives and goals so that they are constantly working together to achieve the objectives and goals. However, 1101 Masonic has responsibilities to the mortgage.

School Haight Ashbury Children's Center MONTHLY MENU Week October 26-30 1970

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAKFAST	Orange juice Rolled oats Raisin Milk Toast	Grapefruit juice French toast Orange sauce Milk	Orange juice Cold cereal Strip bacon Milk Toast	Grape juice Scramble egg Buttered toast Milk	Orange juice Farina soaked Buegur Toast Milk
SNACK	W. W. Sandvich Pineapple juice	Banana Bread Cream cheese Grape juice	Ribbon Sandwich Olives Mixed juice	Orange toast Apple juice	Raisin bread Pineapple juice
LUNCH	Spaghetti & Meat & Chuse Cabbage carrot slaw Butter French bread Paach crisp Peanut butter cookies Milk	Braised beef tongue Creamed corn Harmon salad Buttered toast Apple/pineapple sauce cake Milk	Corn beef Mashed potatoes Buttered asparagus Apple, celery, raisin salad Cornbread/butter tapioca cream pudding Milk	Roast turkey & gravy Savory rice/bulgur Carrot-zucchini stick Hot biscuit Buttered Apricat Haves Milk	Fish stick-Lemon H. C. egg Spanish green beans Lettuce/spinach salad Buttered bread Fruit galatin & banam Milk
SNACK	Cinnamon roll Apple wedges Milk	Peanut butter brownies Vegetable stick Milk	Bolagna Sanwich Sweet pickle slice Milk	Half tuna Sanwich Radishe Milk Cucumber sticks	Peatnut butter Pin wheel Apricot Milk

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FUTURE PLANS FOR DEVELOPMENT

I. Infants - Toddlers

A. As a resource-consultant center for families needing foster day care for children below the age of two and a half.

1. The center will find and train people in the neighborhood interested in taking care of children in their own homes.
2. The center will interview parents seeking care for children under two and will help them in finding placement for their child.
3. The center will have personnel assigned to each family and responsible for following up each placement with visits to the placement home and consultation with the family on a monthly basis.

B. As a "Drop-in Parent-Infant-Toddler Learning Center" for expectant families and families with children under two and a half years of age.

1. The center will provide the staffing and equipped facilities for a drop-in center to operate daily between the hours of 9:00 and 5:00, with some evening sessions for parents. Resource people for this program will be provided by U. C. Nursing in the areas of health, nutrition, child development, infant stimulation and leadership for group sessions for mothers and fathers. Other local agencies and individuals will be asked to contribute.
2. Group sessions for unmarried mothers, expectant mothers and couples will be offered. People interested in training as foster day care personnel for infants will be included. Those involved in such training may be paid for their involvement.
3. The drop-in program will focus on providing opportunity for mothers to increase skills in infant care, to assist them in recognizing the developmental potential of the infancy period, and to provide group sessions for parents to assist them in dealing with their role as parents and marriage partners.
4. Many of the parents utilizing such a program may be in need of some part-time care for their infants, or in need of some time to themselves. During the hours of operation trained personnel will be provided to allow mothers to participate in group sessions. Mothers will

be encouraged to work out a cooperative arrangement outside of the center with each other for exchange opportunities away from their children.

C. A well-baby clinic will operate part-time at the center.

1. There is presently no "well-baby" clinic in the Haight-Ashbury area. The availability of one will not only serve families of the area, but its location at the center will increase the opportunity for bringing in parents who might become involved in some of the other services of the center.

D. A Health Center (total family) will operate part-time at the center.

1. Through U.C., efforts will be made to set up a part-time health center for family health care.

II. Pre-School Children -- extension of services offered

A. A half-day enrichment pre-school program.

1. Many families of the HA not requiring a day care service are in need of a half-day nursery school program for their pre-school aged children. The facilities, if further outside space is acquired, could provide such a program in addition to the day care program. Eligibility for such a program would have to be based on more than income level.

2. Such a program might utilize S.F. Parent Cooperative, AB1331, or Head Start funding.

B. An outreach program for setting up cooperative child care for those in need of it in the area who are not eligible for or whose needs differ from the programs offered at the center.

1. It has been indicated that UC Medical Center students and personnel have had difficulty in setting up a co-op arrangement for child care. The center could assist such a group and other groups on a consultant basis.

C. Health services at the center would be utilized by this group.

D. A program for parents of pre-school children would be provided for evenings and weekends.

E. A parent observation class for toddlers under Adult Education, S.F. Unified School District (2 mornings a week) coordinated with the well-baby clinic.

III. School-Aged Children

A. An extended or full-day day care program for children aged 5 to 8 could be provided at the center.

1. There would be 2 groups of 20 children with appropriate staffing and program for an extended day care program. The children involved would come to the center following their school time (i.e., 51s at 12:30 or pre-session morning, 9 to 3 children from 3 to 6). An alternative would be extending present full-day care to include older children.

B. A program of special classes would be offered to school-aged children during afternoons and weekends.

1. The center presently has a darkroom, inviting a class in photography.
2. A woodwork shop will be provided.
3. Classes in creative writing, creative dramatics, dance and tutorial classes are anticipated. Interest will be used to determine possible classes.
4. A Saturday film program is now in operation.

C. The Health Clinic would be available for children involved in the after-school program.

D. The parents of after-school children would be required to be involved to the degree possible in the program and utilize the center.

IV. Adolescents

A. The center will serve as a resource center in developing a community program to serve adolescents.

1. The center will not have facilities for serving adolescents except some evening and weekend classes. It will look for local sources and facilities to offer such resources, and if necessary, coordinate such a program.

B. Many adolescents will soon be parents. It will be the intention of the center to work with the local high school and junior high school to develop a program where students can be assigned to supervised participation at the center where they may have the opportunity to work with young children. They could be assigned to work in the day care classes, with the center's cook, or parent community worker or in other areas of the program.

C. Parents of adolescents using the center will be represented on the Board. Parents of adolescents will be invited to use the center.

V. Parents

A. The center will belong to the parents.

1. The Board will be required to include at least 50% parents representing each level of the program.
2. A parent advisory board has been established. All parents using the center will be members of parent committees. They will select representatives for them to the PAC and Board.

B. It is assumed that the above program represents the needs of parents in the area. New programs and revisions of the above will be made according to parent decisions. The program and staff will be selected by the parents.

C. There are presently few places parents can go to be around other adults. Each aspect of the program will include opportunities for parents to use the center, too.

1. A social worker and parent community worker will be provided to focus on parent interests, problems and needs. It will be their responsibility to assist parents in obtaining what they want from the center. The center will be available evenings and weekends to serve parent and community interests.

D. House Legal Aide, Planned Parenthood

It is presently impossible to provide such a family center other than on a piecemeal basis. For example, we are working on the day care program (in operation since October, 1969). This becomes a full-time project. Infant, after-school and adolescent services get left until later. It would seem that a family center, as described above, would only be possible in the near future if a source of comprehensive funding at least for administration and program development was provided. Otherwise, it would be years before the total program materialized. For this reason, it is important that the center immediately seek a source of demonstration funds that could encompass such a program. Local and federal funds available would be utilized to complement such "demonstration funding" and provide a multiple-funded, comprehensive "family center" program.